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ABSTRACT

Each school district in Texas must develop, implement, and evaluate the effectiveness of a five-year plan for improvement for accreditation by the State of Texas. This report summarizes Austin Independent School District's (AISD) success in accomplishing five-year goals and objectives set in 1979-80 in eight areas: language arts; social studies (elementary); minority achievement; discipline (secondary); information dissemination; bond package; program coordination; and personnel evaluation. The new five-year plan to take effect next year is also briefly described. This document responds to the following questions: (1) what is the accreditation process; (2) how was the process evaluated; (3) has AISD accomplished its five-year goals and objectives; (4) were objectives met and completed in each priority student need area; (5) were objectives met in the program discrepancy areas; (6) did students who retook the Texas Assessment of Basic Skills as tenth or eleventh graders master the test; and (7) where does AISD go from here? An Executive Summary lists the major positive findings and the major findings requiring action. (PN)

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SUNSET AND SUNRISE: AISD'S ACCREDITATION STATUS 1984-85
EXECUTIVE SUMMARY

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Each school district in Texas must develop, implement, and evaluate the effectiveness of a five-year plan for improvement as one requirement for accreditation by the State of Texas. This report summarizes AISD's success in accomplishing five-year goals and objectives set in 1979-80 in eight areas: language arts, social studies (elementary), minority achievement, discipline (secondary), information dissemination, bond package, program coordination, and personnel evaluation. The new five-year plan to take effect next year is also briefly described.

MAJOR POSITIVE FINDINGS:

1. AISD has improved in accreditation priority areas as evidenced by the accomplishment of its five-year objectives in these areas.

   - Average language arts scores exceed the 50th percentile at all grade levels.
   - Social studies scores have improved three percentile points since 1982-83 at grade 4.
   - Minority student achievement is clearly higher than it was in 1979-80 at all grade levels.
   - 92.5% of high school students and 90.0% of secondary students overall were not involved in discipline incidents in 1984-85.
   - Staff believe program coordination has improved.
   - Personnel evaluation systems have been monitored and adjustments made.
   - Staff report improved information dissemination.
   - A bond package was approved in 1983.

2. Nearly all (92%) of the activities planned for 1984-85 in the priority areas were completed.

MAJOR FINDINGS REQUIRING ACTION

1. A new five-year plan has been adopted which will be in effect from 1985-86 through 1989-90. All AISD administrators and teachers must be familiarized with the plan this fall. An accreditation monitoring visit is expected from TEA in 1985-86.

2. AISD did not meet five-year objectives at some grades in two areas:

   - Social studies at grades 1, 2, 3, 5, and 6; and
   - Discipline at the junior high level.

3. A large number of students who retook the Texas Assessment of Basic Skills as tenth or eleventh graders did not take courses which covered TABS objectives; many of those who did still failed to master the tests. Mastery of the new statewide test, the Texas Educational Assessment of Minimum Skills (TEAMS), will be a graduation requirement. AISD will be challenged to find effective ways to provide remediation to those in need.

WHAT IS THE ACCREDITATION PROCESS?

School districts in Texas must be accredited by the State in order to be eligible for State funds. One requirement for accreditation is the development and implementation of a five-year plan for improvement. The plan includes goals and objectives which the District hopes to achieve and activities designed to help meet them.

The sun is setting on one accreditation cycle for AISD and rising on the next. The Austin Independent School District (AISD) is now in the fifth and final year of implementation of the plan adopted in 1979. Revisions are made on an annual basis; this year's complete plan is shown in the Accreditation Plan: Revised for 1984-85. A new five-year plan was also developed this year (adopted in March) which will be in effect starting next fall (see ACCREDITATION PLAN: 1985-86 THROUGH 1989-90).

The primary focus of this report will be on AISD's success in meeting the five-year objectives of the cycle now being completed. The four areas of student need AISD focused on were: language arts, minority achievement, social studies at the elementary level, and discipline at the secondary level. Two other areas of need (program discrepancies) were also addressed: program coordination and personnel evaluation. Program discrepancies related to information dissemination and the passage of a bond package were resolved in previous years. AISD's new five-year plan will also be briefly described.

HOW WAS THE ACCREDITATION PROCESS EVALUATED?

The effectiveness of the accreditation plan must be evaluated annually. The evaluation of the fifth year of implementation of the accreditation plan involved checking on:

1. The completion of activities for 1984-85, and
2. The District's accomplishment of objectives.

Selected administrators in charge of monitoring plan implementation were asked for progress reports and documentation of activities completed. In terms of objectives, the primary focus this year was on the accomplishment of the five-year objectives. However, progress since last year was also checked. Achievement of objectives was measured with information from several sources.

- Median percentile scores on the Iowa Tests of Basic Skills (ITBS).
- Median percentile scores on Austin's high school achievement test, the Tests of Achievement and Proficiency (TAP).
- Survey responses from AISD teachers and administrators.
- Discipline data from the Office of Student Affairs.

HAS AISD ACCOMPLISHED ITS FIVE-YEAR GOALS AND OBJECTIVES?

Overall, AISD has done very well in accomplishing its five-year objectives, thereby improving the quality of education in AISD. Objectives are based on two general goals related to State goals for education:

1. Students should possess the basic skills in thinking and solving problems in the following areas: language arts, reading, mathematics, social studies, and science.

2. Students should be able to relate well to self and others, adjust to social changes, and to form acceptable standards of behavior.

AISD'S ACCREDITATION STATUS

FIVE-YEAR OBJECTIVE	STATUS, 1984-85
PRIORITY STUDENT NEEDS	
LANGUAGE ARTS: The median scores for AISD students in grade 1-12 will be at or above the 50th percentile on the ITBS and TAP.	Objective exceeded--medians exceed 50 at all grade levels.
SOCIAL STUDIES: Median percentile scores on the ITBS sections measuring social studies skills will increase by three percentile points between 1982-83 and 1984-85 at grades 1-6.	Objective met at grade 4; not met at grades 1, 2, 3, 5, and 6
MINORITY ACHIEVEMENT: Minority students' median achievement test scores in 1984-85 will exceed those of minority students in the same grade in 1979-80. At the high school level, 1984-85 scores will exceed 1983-84 scores on the TAP.	Objective met or exceeded at all grade levels and in all major test areas.
DISCIPLINE: Ninety percent of AISD junior and senior high school students will not be involved in any disciplinary actions throughout the school year.	Objective met for secondary level overall (90% not disciplined); exceeded at high school (92% not disciplined); not met at junior high level (86% not disciplined).
PROGRAM DISCREPANCIES	
COORDINATION: AISD staff will report improvements in the coordination of bilingual, special, and regular education programs.	Objective met--both administrators and teachers report improvement in coordination.
PERSONNEL EVALUATION: The Professional and Administrative Evaluation Systems will be monitored and changed as necessary.	Objective met--evaluation systems have been monitored and adjusted as needed. Overall, more administrators than teachers are satisfied with their evaluation system.
INFORMATION DISSEMINATION: AISD staff will report the District has made improvements in the area of information dissemination.	Objective met in 1981. Many changes have been made in this area and most staff reported satisfaction with the system.
BOND ISSUE: The District will develop a bond issue.	Objective met. A bond package was developed in 1981 and 1982; it passed in 1983.

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More details follow on AISD's status in each of the student need and program discrepancy areas focused on in 1984-85.

WERE OBJECTIVES MET IN EACH PRIORITY STUDENT NEED AREA? WERE ACTIVITIES COMPLETED?

LANGUAGE ARTS

OBJECTIVES

- **Priority Student Need:** To improve student achievement in the skills area of language arts (including capitalization, punctuation, spelling, and English expression) at all grade levels.

- **Five-Year Improvement Objective:** The median scores for AISD students in grades 1-8 will be at or above the 50th percentile on ITBS subtests of language arts (including spelling, capitalization, punctuation, and usage).

  The median scores for AISD students in grades 9-12 will be at or above the 50th percentile on the Written Expression Test of the Tests of Achievement and Proficiency (TAP).

- **One-Year Improvement Objective:** AISD students in grades 1-8 will show improvements of at least one percentile point over the previous year. AISD students in grades 9-12 will show improvements of at least two percentile points over the previous year. (These changes will be based on districtwide median scores.)

AISD has achieved its five-year objective in language arts. Median percentile scores exceed the 50th percentile at all grade levels--medians range from 52 at grade 12 to 74 at grade 3.

Annual objectives of a one percentile point improvement per year at grades 1-8 and a two-percentile point improvement per year at grades 9-12 were set to assure achievement of the five-year objective. Improvement in past years made this level of gain unnecessary this year.

- Median Language Total percentile scores did not improve at the elementary and junior high levels this year for students tested in AISD the last two years. The median stayed the same at grade 3 and declined slightly at the other grade levels.

- Median Written Expression percentile scores for all high school students tested increased at every grade level. Scores increased six points at grades 10 and 12 and three points at grade 11. Scores for ninth graders improved by only one point.

SPRING, 1985

GRADE	RESULTS	ONE-YEAR TARGET	DIFFERENCE
CAPITALIZATION			
1-2	-	-	-
2-3	-	-	-
3-4	60	60	0
4-5	58	64	-6
5-6	60	60	0
6-7	67	66	+1
7-8	67	69	-2
SPELLING			
1-2	63	63	0
2-3	65	68	-3
3-4	60	61	-1
4-5	58	60	-2
5-6	58	59	-1
6-7	60	60	0
7-8	60	64	-4
LANGUAGE TOTAL			
1-2	-	-	-
2-3	71	74	-3
3-4	65	65	0
4-5	64	65	-1
5-6	61	62	-1
6-7	65	66	-1
7-8	67	70	-3

GRADE	RESULTS	ONE-YEAR TARGET	DIFFERENCE
PUNCTUATION			
1-2	-	-	-
2-3	-	-	-
3-4	74	75	-1
4-5	74	75	-1
5-6	68	69	-1
6-7	68	70	-2
7-8	73	75	-2
USAGE			
1-2	-	-	-
2-3	-	-	-
3-4	64	61	+3
4-5	59	59	0
5-6	56	57	-1
6-7	59	59	0
7-8	67	70	-3

Figure 1. AISD MEDIAN PERCENTILE SCORES ON THE ITBS COMPARED TO 1984-85 AND OBJECTIVES IN LANGUAGE ARTS. The "Difference" column reflects the difference between the spring, 1985 results and the one-year objective for spring, 1985. The 50th percentile is the five-year objective. Scores are for matched groups and are not available at every grade. Some tests are not given at every grade level.

WRITTEN EXPRESSION SPRING, 1985

GRADE	RESULTS	ONE-YEAR TARGET	DIFFERENCE
9	60	59	+1
10	66	60	+6
11	62	59	+3
12	58	52	+6

Figure 2. TAP MEDIAN PERCENTILES GRADE 9-12, 1984-85, 1982 NORMS. Based on all students tested. The Written Expression Test covers spelling, capitalization, punctuation, grammar, usage, organization, and forms.

ACTIVITIES

Of the fifteen language arts activities planned, fourteen were completed. Activities focused on these areas:

- Setting campus goals in language arts,
- Modifying the curriculum to reflect the Essential Elements (elementary),
- Developing a creative writing guide (secondary),
- Providing staff development and advanced training in writing/language arts,
- Providing instruction based on school goals and staff development,
- Encouraging community school classes in writing (elementary),
- Disseminating public relations information.

The one activity not completed was secondary planning for writing guides--course outlines became higher priority because of recent legislative changes and therefore were worked on instead.

SOCIAL STUDIES

OBJECTIVES

- **Priority Student Need:** To improve student achievement in the basic skills area of social studies at the elementary level.

- **Five-Year Objective:** Median percentile scores on the Iowa Tests of Basic Skills (ITBS) measuring social studies skills will increase by three percentile points above 1982-83 levels by 1984-85 at grades 1 through 6.

- **One-Year Improvement Objective:** Between 1983-84 and 1984-85, median percentile scores on ITBS tests measuring social studies skills in grades one through six will increase by one percentile point.

The ITBS did not include a "social studies" test per se. An index was created based on item content on each test. The index, which varies by grade, includes items which measure social studies knowledge and skills directly or indirectly.

ITBS SOCIAL STUDIES INDEX

GRADE		Word Analysis	Math Problems	Reading Comprehension	Visual Materials	Reference Materials
1	Results, '85	64	56	64		
	1-Yr. Obj.	64	56	64		
	Met?	Yes	Yes	Yes		
	5-Yr. Obj.	65	55	64		
	Met?	No	Yes	Yes		
2	Results, '85	61	54	63		
	1-Yr. Obj.	62	53	62		
	Met?	No	Yes	Yes		
	5-Yr. Obj.	64	54	65		
	Met?	No	Yes	No		
3	Results, '85			58	58	62
	1-Yr. Obj.			59	60	66
	Met?			No	No	No
	5-Yr. Obj.			58	60	63
	Met?			Yes	No	No
4	Results, '85			54	58	58
	1-Yr. Obj.			51	57	56
	Met?			Yes	Yes	Yes
	5-Yr. Obj.			48	54	55
	Met?			Yes	Yes	Yes
5	Results, '85			51	59	57
	1-Yr. Obj.			52	58	56
	Met?			No	Yes	Yes
	5-Yr. Obj.			52	58	57
	Met?			No	Yes	Yes
6	Results, '85			54	56	54
	1-Yr. Obj.			52	56	54
	Met?			Yes	Yes	Yes
	5-Yr. Obj.			56	58	56
	Met?			No	No	Yes

Figure 3. AISD MEDIAN PERCENTILE SCORES FOR 1984-85 COMPARED TO 1984-85 SOCIAL STUDIES ONE-YEAR AND FIVE-YEAR OBJECTIVES. Results and targets are based on all students tested, not just matched groups.

The five-year objective specified a three percentile point improvement in social studies index median scores in two years--1983 to 1985. **This five-year objective was met at grade 4 only.**

The visual materials and reference materials tests given at grades 3 to 6 measure social studies knowledge most directly. **The five-year objective was met based on these tests at grades 4 and 5.**

The one-year objective, a one percentile point improvement, was met at grades 1, 4, and 6.

The social studies area has been in a state of flux since it was selected as a priority area. New texts were adopted last year at grades 4 to 6 and new legislation has impacted the area. It is too early to tell what effect these changes will have on social studies achievement.

ACTIVITIES

Of the seven planned social studies activities at grades 1 through 6, six were completed. These related to three areas:

- Planning for a K-3 curriculum and new or revised units based on new legislation,
- Staff development,
- Emphasis in instructional memoranda and training on multi-cultural awareness, time use in social studies, and the teaching of social studies' content in other areas.

The one activity which was not completed was the development of a continuum of social studies skills across grades K-12.

MINORITY ACHIEVEMENT

OBJECTIVES

- **Priority Student Need:** To improve minority student achievement in all basic skills areas at all grade levels.
- **Five-Year Improvement Objective:** Minority students' median achievement test scores in 1984-85 will exceed those of minority students in the same grade in 1979-80. At the high school level, 1984-85 scores will exceed 1983-84 scores on the TAP.
- **One-Year Improvement Objective:** Achievement test scores of minority students in 1984-85 will be equal to or higher than those of 1983-84 for students in the same grade.

Five-Year Objective. The five-year objective has been met. At grades 1-8, minority achievement is clearly higher than it was in 1979-80. Junior high achievement has improved the most. Attachment 1 shows scores in the major test areas of reading, mathematics, language, and social studies for 1980, 1984, and 1985.

Figures 4 and 5 show the overall change in composite scores. Since 1980:

Minority student achievement averages have risen at a substantially higher rate than District averages.

With only one exception (where grade equivalent scores remained the same), reading, mathematics, language, and social studies scores have increased for both Blacks and Hispanics at every grade level.

The one-year and five-year objectives are the same at grades 9-12 because of the change from the Sequential Tests of Educational Progress (STEP) to the Tests of Achievement and Proficiency (TAP) in 1984 (see next section).

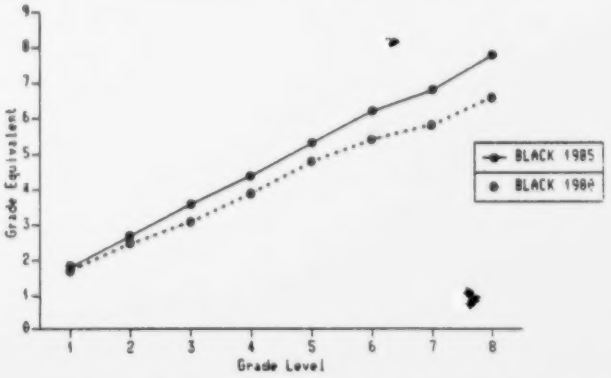

Figure 4: BLACK STUDENT ACHIEVEMENT: ITBS COMPOSITE SCORE, 1980 and 1985.

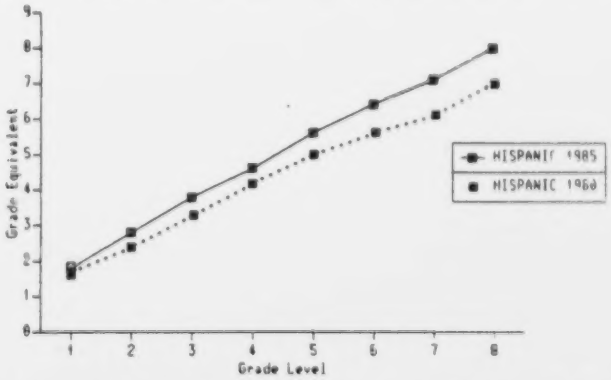

Figure 5: HISPANIC STUDENT ACHIEVEMENT: ITBS COMPOSITE SCORE, 1980 and 1985.

One-Year Objective. The objective was met. Changes in median percentile scores between 1983-84 and 1984-85 were checked for Black, Hispanic, and Other students in all major test areas. ITBS and TAP scores are shown in Attachment 1.

Compared to last year:

- Minority student scores have increased in half and remained the same in one fifth of the comparisons at grades 1-8. A decrease in scores was seen in about one fourth of the comparisons made.
- Minority student scores have increased in nearly every comparison at grades 9-12. Scores decreased in only one comparison (2% of the 46 comparison made).

Thus, minority student scores are continuing to increase year by year at most grade levels and in most test areas.

ETHNICITY	Grades 1-8 Overall					
	INCREASES		NO CHANGE		DECREASES	
	No.	%	No.	%	No.	%
Minority Total	33	51.6	13	20.3	18	28.1
Black	16	50.8	7	21.9	9	28.1
Hispanic	17	53.1	6	18.8	9	28.1
Other	7	21.9	10	31.2	15	46.9
	Grades 9-12 Overall					
Minority Total	46	95.8	1	2.1	1	2.1
Black	22	89.3	1	3.6	1	7.1
Hispanic	24	100.0	0	0	0	0
Other	24	100.0	0	0	0	0

Figure 6. TRENDS IN GRADES 1-8 MINORITY ITBS SCORES 1983-84 TO 1984-85. Number and percentage of comparisons of 1983 and 1984 median percentile scores on the ITBS by grade and test area which showed increases, no change, or decreases.

ACTIVITIES

Four activities were planned and completed for 1984-85, which focused on these three areas:

- Coordination of early childhood programs,
- Staff development for teachers and administrators on successful teaching and management techniques with minority and low-income students, and
- Application of principles of lesson design and motivation in the classroom.

DISCIPLINE

OBJECTIVES

- **Priority Student Need:** Discipline at the junior and senior high school levels.
- **Five-Year Improvement Objective:** Ninety percent of AISD junior and senior high school students will not be involved in any disciplinary actions throughout the school year.
- **One-Year Improvement Objective:** Ninety percent of AISD junior and senior high students will not be involved in any disciplinary actions throughout the school year.

LEVEL	ENROLLMENT	NOT DISCIPLINED NUMBER	NOT DISCIPLINED PERCENT
Junior High			
1981-82	8,050	6,941	86.2%
1982-83	8,623	7,493	86.9%
1983-84	9,086	7,796	85.8%
1984-85	8,596	7,386	85.9%
Senior High			
1981-82	15,411	13,710	89.0%
1982-83	15,146	13,344	88.1%
1983-84	15,094	13,436	89.0%
1984-85	14,626	13,523	92.5%
Total			
1981-82	23,461	20,651	88.8%
1982-83	23,769	20,837	87.7%
1983-84	24,180	21,232	87.8%
1984-85	23,222	20,909	90.0%

Figure 7. SECONDARY DISCIPLINE RATES: 1981-82, 1983-84, 1984-85. Number and percent of AISD junior and senior students at regular campuses not disciplined. Enrollment based on year-end report of average daily membership for each year. Years previous to 1981-82 are not represented because rates were checked only at grades 7 and 9.

The discipline policy and implementation procedures have been changing since discipline was first selected as a priority. This year, for example, House Bill 246 resulted in a change of definitions and philosophy behind various suspension policies. Caution must therefore be taken in making comparisons across years. The overall percentage of students not involved in discipline incidents of any kind will be discussed here.

- The one-year and five-year objective was that 90% of the students at the secondary level would not be disciplined. **This was met--90.0% of secondary students were not disciplined this year.**

- In comparison to 1981-82, the percentage of secondary students not disciplined has improved by one percentage point. Compared to 1983-84, the percentage not disciplined has improved two percentage points.

- **Only 85.9% of junior high students were not disciplined in 1984-85;** rates were about the same in 1983-84.

- **At the senior high level, 92.5% of the students were not disciplined in 1984-85;** senior high rates have improved since 1981-82 and since last year (by 3.5 percentage points).

Thus, the most improvement has been seen at the senior high level.

ACTIVITIES

During 1984-85, a plan was to be implemented in the pilot school (Murchison) in which student behavior was monitored via a competency-based system of appropriate social behavior. This activity was completed.

WERE OBJECTIVES MET IN THE PROGRAM DISCREPANCY AREAS?

COORDINATION

OBJECTIVE

- **Program Discrepancy:** Special education and "regular" education need to be closely coordinated so that children designated for special help are in fact considered in the planning and execution of plans of all teachers.

  The District needs to provide greater coordination among all of its instructional services with the so-called "regular" programs of instruction particularly in the areas of bilingual education and special education.

- **One-Year Improvement Objective:** AISD staff will report that the District has made improvements in the coordination of the bilingual education, special education, and regular education programs.

Teachers and administrators have been asked about the adequacy of coordination for the past five years in annual surveys.

Administrators. The percentage of administrators agreeing that coordination is adequate has risen steadily over the last five years, from 9% in 1980 to 42% in 1985. The percentage who indicated coordination was inadequate has also decreased, from 80% in 1980 to 36% in 1985.

Improvements have also been seen from 1984 to 1985.

Teachers. The percentage of teachers agreeing coordinate is adequate has also increased over the last five years, although not as dramatically as for administrators. In 1980, 30% agreed--in 1985, 36% did. Small improvements have also been seen from 1984 to 1985.

Thus, program coordination has improved in AISD over the last five years as well as the last year--the objective has been met. However, based on administrator and teacher opinion, improvement is still needed.

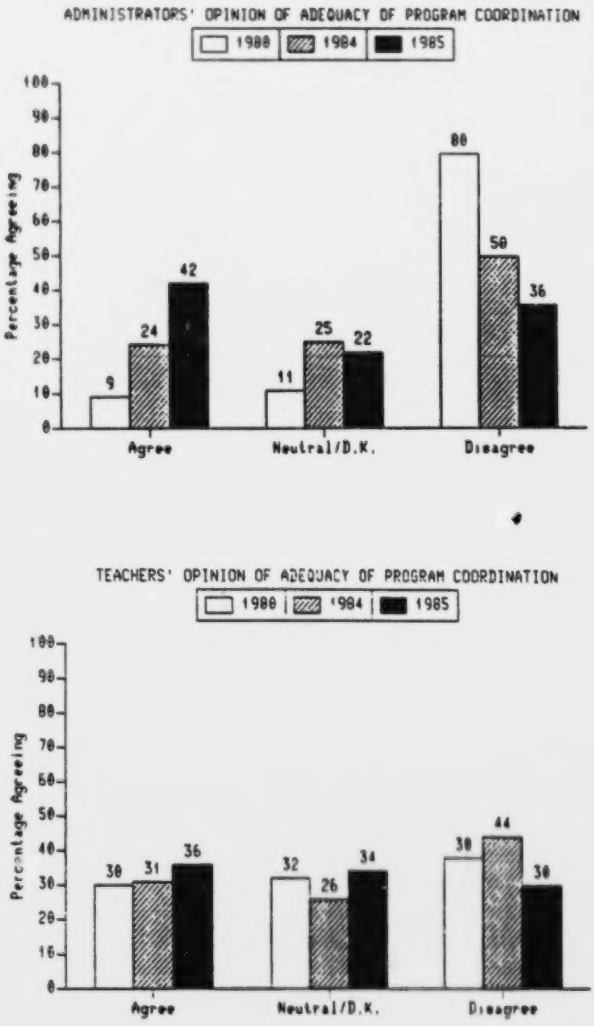

Figure 6. ADEQUACY OF PROGRAM COORDINATION. Shows percentage of teachers and administrators agreeing and disagreeing that: "There is adequate coordination among special education, bilingual education, and 'regular' education."

ACTIVITIES

All ten of the planned activities for 1984-85 were completed. Activities focused on these areas:

- The inclusion of coordinators from the special education, bilingual, Chapter 1, and regular instructional programs in elementary instructional teams.
- Regular meetings of coordinators with appropriate directors and supervisors for elementary and secondary instruction.
- Regular meetings of elementary and secondary principals with their assistant superintendents.
- Staff development for all teachers related to special education, bilingual, Chapter 1, and the regular instructional program.
- Better coordination of special education and regular teacher efforts through sharing of materials and student information.
- Visits by instructional coordinators with bilingual or regular instructional program expertise to both bilingual and regular classrooms.

PERSONNEL

OBJECTIVE

- **Program Discrepancy:** The District needs to continue improvements on the personnel evaluation systems.

- **One-Year Improvement Objective:** The District will continue to monitor the Professional and Administrative Evaluation Systems and make changes when necessary.

The one-year objective has been met. Monitoring has been done through yearly summaries of ratings by school and level in school. Questions on annual teacher and administrators surveys have also monitored satisfaction with evaluation systems. Some adjustments have been made as well. This year, additional observations were required before teacher evaluations were completed (necessary because of new State regulations).

The wording of survey items has been consistent the last two years. Results indicate that:

- More administrators are satisfied than dissatisfied with the Administrator Evaluation System. The percentage satisfied has dropped since 1983-84, from 58% to 49%. The percentage neutral about the system has increased, with the percentage dissatisfied remaining the same.

- About the same percentage of teachers are now satisfied and dissatisfied with the Professional Evaluation System. The percentage satisfied has increased since 1983-84, from 24% to 35%. The percentage dissatisfied dropped from 47% to 34%.

- Overall, more administrators than teachers are satisfied with their evaluation system.

HOW SATISFIED ARE YOU WITH THE CURRENT ADMINISTRATOR/PROFESSIONAL EVALUATION SYSTEM?						
	Very Satisfied	Satis-fied	Neutral	Dissat-isfied	Very Dissat-isfied	Don't Know
Administrators						
1984 (N=220)	4%	54%	21%	16%	2%	2%
1985 (N=210)	5%	44%	29%	16%	3%	3%
Teachers						
1984 (N=294)	5%	19%	27%	42%	5%	1%
1985 (N=627)	2%	33%	26%	26%	8%	4%

Figure 9. SATISFACTION WITH EVALUATION SYSTEMS: 1984-85. Administrators were asked about the administrator system; teachers about the professional system.

AISD's evaluation systems are competency-based, include descriptors of behaviors expected, and were developed based on considerable input from those impacted. Primary concerns mentioned in the past have centered on consistency across raters and sources of primary and secondary input. The systems will come under even closer scrutiny now that the ratings impact teachers' positions on the career ladder and administrators' merit pay.

ACTIVITIES

Two activities were planned and they were completed. The activities involved continued feedback of Professional Evaluation System results and continued monitoring of both the professional and administrative systems.

DID STUDENTS WHO RETOOK THE TABS AS TENTH OR ELEVENTH GRADERS MASTER THE TEST?

The Texas Education Agency requests information annually on whether students who retake the Texas Assessment of Basic Skills (TABS):

1) Have received remedial help in the appropriate areas,

2) Subsequently show mastery of TABS skills in those areas.

The intent is to follow up only on those who failed one or more TABS tests. However, some students retake sections of the test they did not fail (e.g., all ninth-grade retainees take all tests along with their classmates). Also, participation in remedials either semester is included. Second semester classes are in session only one month when the TABS is given. Caution must therefore be taken in examining the results.

AISD's remedial efforts are offered primarily through fundamentals of mathematics, basic reading, and correlated language arts courses. Tutorials are offered in grades 11 and 12.

	STUDENTS IN GRADE 9 IN:					
	1982-83			1983-84		
	MATHEMATICS	READING	WRITING	MATHEMATICS	READING	WRITING
NUMBER FAILING TO MASTER TABS	943	897	555	896	675	1,568
NUMBER RECEIVING REMEDIATION IN GRADE 10	356	376	310	519	421	460
PASSED RETAKE IN GRADE 10* NO.	193	229	119	284	152	117
PASSED RETAKE IN GRADE 10* %	54%	61%	38%	55%	36%	25%
NUMBER RECEIVING REMEDIATION IN GRADE 11	161	146	113			
PASSED RETAKE IN GRADE 11** NO.	88	36	26			
PASSED RETAKE IN GRADE 11** %	55%	25%	23%			

*Includes grade 9 retainees **Includes grade 10 retainees

Many students who take courses which cover TABS objectives do not pass the test subsequently. Special efforts should be considered to assist those who fail to master the TABS successor, the Texas Educational Assessment of Minimum Skills (TEAMS). This test promises to be more difficult than the TABS and will be tied to graduation requirements.

WHERE DOES AISD GO FROM HERE?

This year is the last year of the five-year accreditation cycle for AISD. AISD now has a new five-year accreditation plan which will be in effect from 1985 through 1990. AISD's new goal is to achieve excellence in:

- Student learning,
- Student holding power,
- Management and instruction,
- Partnerships with the community.

Within this goal, mathematics achievement, reading achievement, and drop-out prevention will be priorities. Continued efforts will be made to improve minority achievement and discipline as ways to achieve these goals and priorities.

Administrators and teachers must be familiarized more fully with the new five-year plan this fall. School goals will be set based on the new plan. The Texas Education Agency plans an accreditation monitoring visit in 1985-86.

		READING TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	84	85	80	84	85
1	BLACK	42	47	47	1.61	1.72	1.71
	HISPANIC	45	50	52	1.68	1.78	1.82
	OTHER	76	78	78	2.43	2.51	2.51
	TOTAL	60	64	64	2.03	2.12	2.12
2	BLACK	35	44	42	2.40	2.77	2.62
	HISPANIC	32	45	46	2.34	2.69	2.71
	OTHER	76	78	80	3.50	3.60	3.63
	TOTAL	57	62	63	2.98	3.11	3.16
3	BLACK	27	42	39	3.01	3.53	3.44
	HISPANIC	32	47	45	3.15	3.66	3.61
	OTHER	67	73	71	4.44	4.67	4.59
	TOTAL	52	60	57	3.88	4.14	4.06
4	BLACK	21	34	33	3.71	4.26	4.21
	HISPANIC	27	40	39	3.99	4.47	4.44
	OTHER	70	71	71	5.63	5.65	5.65
	TOTAL	52	52	54	4.91	4.92	5.00
5	BLACK	22	32	35	4.63	5.09	5.18
	HISPANIC	26	37	38	4.84	5.30	5.36
	OTHER	67	71	71	6.58	6.73	6.75
	TOTAL	49	51	51	5.79	5.92	5.92
6	BLACK	17	28	32	5.14	5.81	5.98
	HISPANIC	22	33	36	5.46	6.02	6.16
	OTHER	65	69	70	7.55	7.74	7.79
	TOTAL	47	51	52	6.67	6.86	6.92
7	BLACK	17	33	32	5.67	6.71	6.68
	HISPANIC	20	36	35	5.93	6.88	6.83
	OTHER	64	70	67	8.39	8.69	8.58
	TOTAL	46	53	50	7.44	7.87	7.69
8	BLACK	16	28	33	6.41	7.35	7.67
	HISPANIC	22	36	36	6.86	7.79	7.77
	OTHER	66	72	71	9.51	9.88	9.84
	TOTAL	45	55	54	8.32	8.96	8.89

		MATH TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	84	85	80	84	85
1	BLACK	35	38	39	1.53	1.60	1.62
	HISPANIC	38	44	47	1.60	1.71	1.75
	OTHER	65	71	73	2.08	2.21	2.23
	TOTAL	51	57	59	1.82	1.93	1.96
2	BLACK	32	42	43	2.42	2.64	2.66
	HISPANIC	34	47	47	2.46	2.75	2.75
	OTHER	63	67	71	3.11	3.20	3.30
	TOTAL	50	56	58	2.82	2.93	2.99
3	BLACK	29	38	45	3.25	3.49	3.64
	HISPANIC	34	52	50	3.37	3.82	3.79
	OTHER	66	74	71	4.26	4.49	4.40
	TOTAL	52	61	60	3.84	4.11	4.05
4	BLACK	26	36	37	4.02	4.36	4.37
	HISPANIC	35	45	46	4.32	4.65	4.66
	OTHER	69	70	70	5.39	5.42	5.44
	TOTAL	53	56	56	4.89	4.96	4.97
5	BLACK	26	35	35	4.92	5.25	5.24
	HISPANIC	34	42	44	5.19	5.49	5.56
	OTHER	64	68	68	6.34	6.50	6.51
	TOTAL	51	53	54	5.81	5.92	5.94
6	BLACK	23	31	33	5.64	5.97	6.06
	HISPANIC	30	41	41	5.96	6.41	6.39
	OTHER	68	69	69	7.48	7.55	7.54
	TOTAL	51	53	53	6.81	6.88	6.88
7	BLACK	19	33	32	6.21	6.86	6.80
	HISPANIC	29	38	40	6.64	7.12	7.20
	OTHER	67	70	64	8.44	8.55	8.32
	TOTAL	49	54	50	7.62	7.83	7.67
8	BLACK	18	31	32	6.94	7.70	7.78
	HISPANIC	27	41	39	7.52	8.21	8.12
	OTHER	65	71	69	9.33	9.63	9.52
	TOTAL	46	57	54	8.47	8.96	8.82

ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, GRADES 1-8 BY ETHNICITY, 1979-80, 1983-84, AND 1984-85, 1982 NORMS. Students at grade level would receive an X.8 grade equivalent median in grades 1-6 and an X.67 median in grades 7 and 8. The median percentile rank for the national norm group is 50 for all grades.

84.49

GRADE	ETHNICITY	LANGUAGE TOTAL PERCENTILES 80	84	85	LANGUAGE TOTAL GRADE EQUIVALENTS 80	84	85
1	BLACK	45	51	54	1.67	1.81	1.87
	HISPANIC	47	53	55	1.71	1.86	1.90
	OTHER	68	76	76	2.39	2.77	2.74
	TOTAL	57	66	67	1.97	2.30	2.33
2	BLACK	44	58	56	2.63	3.07	3.00
	HISPANIC	39	53	54	2.47	2.90	2.94
	OTHER	68	67	68	3.52	3.48	3.53
	TOTAL	57	61	62	3.05	3.19	3.24
3	BLACK	41	58	57	3.50	4.16	4.15
	HISPANIC	44	64	60	3.59	4.43	4.27
	OTHER	74	82	79	4.92	5.32	5.17
	TOTAL	62	73	70	4.37	4.87	4.72
4	BLACK	31	47	45	4.03	4.71	4.64
	HISPANIC	38	54	54	4.34	5.03	5.04
	OTHER	71	74	74	5.84	6.00	6.01
	TOTAL	57	62	63	5.16	5.42	5.46
5	BLACK	35	48	48	5.03	5.72	5.68
	HISPANIC	35	51	52	5.06	5.88	5.94
	OTHER	69	76	74	6.80	7.25	7.11
	TOTAL	54	62	62	6.05	6.47	6.44
6	BLACK	28	43	46	5.48	6.46	6.59
	HISPANIC	31	48	48	5.70	6.73	6.76
	OTHER	64	73	73	7.64	8.16	8.19
	TOTAL	50	60	60	6.84	7.41	7.43
7	BLACK	21	45	46	5.63	7.31	7.32
	HISPANIC	27	47	49	6.05	7.39	7.55
	OTHER	63	74	73	8.47	9.19	9.15
	TOTAL	46	62	61	7.38	8.42	8.33
8	BLACK	20	41	46	6.44	8.01	8.41
	HISPANIC	28	50	48	7.06	8.66	8.54
	OTHER	62	77	76	9.46	10.55	10.42
	TOTAL	45	66	64	8.33	9.73	9.62

GRADE	ETHNICITY	WORD ANALYSIS (Grades 1-2) WORK-STUDY TOTAL (Grades 3-8) PERCENTILES 80	84	85	GRADE EQUIVALENTS 80	84	85
1	BLACK	47	47	46	1.71	1.71	1.71
	HISPANIC	49	50	51	1.76	1.81	1.84
	OTHER	75	76	76	2.51	2.57	2.54
	TOTAL	63	64	64	2.16	2.17	2.17
2	BLACK	36	42	42	2.34	2.53	2.54
	HISPANIC	37	47	48	2.38	2.69	2.73
	OTHER	73	73	72	3.59	3.62	3.57
	TOTAL	57	61	61	3.04	3.17	3.15
3	BLACK	31	47	47	3.13	3.67	3.67
	HISPANIC	37	55	52	3.35	3.92	3.84
	OTHER	70	76	73	4.46	4.73	4.61
	TOTAL	54	65	62	3.91	4.30	4.18
4	BLACK	26	41	43	3.81	4.39	4.51
	HISPANIC	36	48	49	4.23	4.69	4.71
	OTHER	69	72	74	5.54	5.69	5.75
	TOTAL	54	58	60	4.91	5.09	5.17
5	BLACK	29	40	41	4.83	5.33	5.34
	HISPANIC	36	46	48	5.15	5.62	5.69
	OTHER	66	73	75	6.51	6.83	6.90
	TOTAL	53	58	59	5.91	6.14	6.18
6	BLACK	25	36	36	5.49	6.09	6.08
	HISPANIC	27	43	45	5.60	6.40	6.52
	OTHER	64	72	71	7.40	7.86	7.82
	TOTAL	48	56	57	6.63	7.00	7.07
7	BLACK	18	31	31	5.77	6.53	6.55
	HISPANIC	23	38	37	6.03	6.94	6.92
	OTHER	60	71	69	8.19	8.85	8.72
	TOTAL	41	54	52	7.12	7.88	7.72
8	BLACK	17	31	33	6.41	7.38	7.55
	HISPANIC	25	41	41	6.96	8.06	8.05
	OTHER	61	75	73	9.30	10.08	9.98
	TOTAL	42	59	57	8.12	9.16	9.08

ITBS, 1982 NORMS (Continued)

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		COMPOSITE SCORES			
		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	84	85	84	85
9	BLACK	26	29	7.95	8.22
	HISPANIC	31	38	8.39	8.96
	OTHER	70	74	12.06	12.46
	TOTAL	53	56	10.28	10.57
10	BLACK	27	33	8.88	9.49
	HISPANIC	33	41	9.51	10.29
	OTHER	68	75	13.06	13.90
	TOTAL	55	62	11.61	12.41
11	BLACK	20	26	8.77	9.52
	HISPANIC	33	39	10.22	10.79
	OTHER	68	73	13.88	14.48
	TOTAL	55	61	12.45	13.17
12	BLACK	22	20	9.46	9.30
	HISPANIC	29	35	10.36	11.09
	OTHER	62	71	13.98	14.88
	TOTAL	48	57	12.51	13.41

TAP MEDIAN PERCENTILES AND GRADE EQUIVALENT SCORES GRADES 9-12 BY ETHNICITY, 1983-84 AND 1984-85, 1982 NORMS.

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